HEALTH OCCUPATIONS CORE CURRICULUM

Mission Statement
Serving the diverse, multicultural healthcare students; instilling values, skills, and knowledge with compassion and integrity

SYLLABUS

Fall 2015

EMSP 1501 – 5221
EMERGENCY MEDICAL TECHNICIAN - BASIC

This syllabus is to serve you as an outline and study guide for General Health Professions Management (HPRS 2231). The subjects we will discuss and the assignments are listed for the course.

This syllabus is subject to change by the instructor. Notification of changes will be made in announcements on eCampus. It is the student’s responsibility to review and respond to all materials in the course textbooks as well as materials and information posted on the course eCampus site.

It is very important that you read the entire syllabus and materials on the course eCampus site. Email your instructor any questions you might have through eCampus Course email.

This is not a self-paced course. You are expected to spend a minimum of 4 hours a week related to this course (2 hours lecture/lab and 2 hours doing assignments). Some assignments can be completed ahead of the deadline and posted. Some assignments will be activated in the Course Documents section a week or 2 before the assignment posting deadline.
SYLLABUS AGREEMENT

If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

EMSP 1501 - 5221
Emergency Medical Technician - Basic
Fall 2015 / Spring 2016

I, __________________________________, (print name) have read the course syllabus (either in paper or online), the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor or posted questions to the online Q&A Discussion Board on

By signing this form I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class.

______________________________  __________________________
SIGNATURE                     DATE

______________________________
PRINT NAME

Received by the instructor on: __________________

DATE

Received by the instructor on: __________________

DATE
COURSE DESCRIPTION

Instruction provided that will enable students to demonstrate competency in handling emergencies, utilizing all Basic Life Support equipment and skills in accordance with all behavioral objectives in the DOT/EMT Basic curriculum. Emphasis will be placed on the development of knowledge and skills needed to provide basic life saving care. In addition, the student will be given the opportunity to use their skills in the ambulance and clinical settings.

END OF COURSE OUTCOMES

Must demonstrate competency handling emergencies utilizing all Basic Life Support equipment and skills in accordance with all behavioral objectives in the DOT/EMT Basic curriculum and the FEMA document entitled "Recognizing and Identifying Hazardous Materials". EMT 1994 curriculum includes objectives pertaining to the use of the pneumatic antishock garment, automated external defibrillator, epinephrine auto-injector and inhaler bronchodilators.

COURSE MATERIALS REQUIREMENTS

Textbooks Required:

Other Requirements:

- Access to a computer with internet link
- Ability to use/navigate the internet
- Operating System that supports Blackboard (click My DCCCD tab in eCampus)
- Browser that is supported by Blackboard (click My DCCCD tab in eCampus)
- Java that is supported by Blackboard (click My DCCCD tab in eCampus)
- Ability to navigate eCampus
- Ability to use Word and attach documents
- Ability to view PowerPoint presentations
- Ability to use course eMail/Messages
- Check the web site often for announcements
- Practice time management
- Independent learner
**COURSE INFORMATION**

**Prerequisites:** Admission to the DCCCD

Health & Legal Studies Division 972.860.5096

**DROPPING OR WITHDRAWAL FROM THE COURSE**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course (see Course Drop Date mentioned earlier in this syllabus). Failure to do so will result in your receiving a performance grade, usually and “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions office at 214.860.2482 (A169) or contact the division office.

**FINANCIAL AID**

If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**“STOP BEFORE YOU DROP”**

For students who enrolled in college level courses for the 1st time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all 7 of the Dallas County Community Colleges. For more information, you may access: https://www1.dccd.edu/coursedrops

**REPEATING A COURSE**

Effective for Fall Semester 2005, the Dallas County Community Colleges will change additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

**CLASSROOM ADMINISTRATION**

All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or workplace environment. To avoid distractions in the classroom: Click on the following link and view rules of etiquette for online classes: ELearner Etiquette

**INTRUSIVE ADVISEMENT**

The HPRS program has received a Retention Award to use to help all HPRS students succeed. If you should not make and “A” or “B” on an exam or get behind in submitting your assignments you will be referred to the Retention Specialist. She will discuss with you possible tools to use to help you raise your grade to an “A” or “B”.
ATTENDANCE AND TARDINESS

This section of EMSP is classroom and Clinical based. Daily attendance is recorded. Your participation is critical to your success in this course.

COURSE MESSAGES/COMMUNICATION

Any course messages sent to faculty email address will not receive a response.

Check your course messages and announcements on eCampus daily to ensure you receive any and all important updates or information sent.

Course eCampus messages will be read at least once a day Monday through Friday between 9am and 3pm. Any message sent after 3pm will usually be read the next day after 9am. eCampus messages sent after 3pm on Friday and before 9am on Monday will usually be read on Monday between 9am and 3pm.

Course Objectives

This course is designed to instruct students to the level of Emergency Medical Technician - Basic, who serve as a vital link in the chain of the health care team. It is recognized that the majority of pre-hospital emergency medical care will be provided by the EMT-Basic. This course includes all skills necessary for the individual to provide emergency medical care at a basic life support level with an ambulance service or other specialized agencies. After successful completion of the program the student will be capable of performing the following functions at the minimum entry level:

- Recognize the nature and seriousness of the patient’s condition or extent of the injuries to assess requirements for emergency medical care;
- Administer appropriate emergency medical care based on assessment findings of the patient’s condition;
- Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and
- Perform safely and effectively the expectations of the job description.
A. CURRICULUM GOAL
The goal of the Emergency Medical Technician course (EMT Course) curriculum is to provide the student the opportunity to acquire the knowledge, skills, attitudes, and behaviors to function competently as an entry-level EMT-Basic. A secondary goal is to prepare students for training at the paramedic level.

B. SCANS INFORMATION
1. WHAT ARE SCANS SKILLS? These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

2. WHO DEFINED THESE SKILLS? In 1989, the U.S. Departments of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

3. El Centro College Students and SCANS. El Centro College courses provide learning outcomes that result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course.

Throughout a formal program of study (Certificate, Degree or Transfer Program) a student will have the opportunity to master all SCANS skills and competencies.
## SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>1. MANAGING RESOURCES</th>
<th>2. INTERPERSONAL SKILLS</th>
<th>3. INFORMATION SKILLS</th>
<th>4. SYSTEMS KNOWLEDGE</th>
<th>5. USING TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Manage Money</td>
<td>b. Teach Others</td>
<td>b. Organize/maintain data</td>
<td>b. Work in technological systems</td>
<td>b. Apply technology to tasks</td>
</tr>
<tr>
<td>d. Manage Space</td>
<td>d. Lead Others</td>
<td>d. Process data with computer</td>
<td>d. Design/improve systems</td>
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</tr>
<tr>
<td>e. Manage Human Resources</td>
<td>e. Negate Conflict</td>
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<tr>
<td>f. Work with Diversity</td>
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## SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>6. BASIC SKILLS</th>
<th>7. THINKING SKILLS</th>
<th>8. PERSONAL QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reading</td>
<td>a. Creative Thinking</td>
<td>a. Responsibility</td>
</tr>
<tr>
<td>b. Writing</td>
<td>b. Decision making</td>
<td>b. Self-esteem</td>
</tr>
<tr>
<td>c. Arithmetic/Math</td>
<td>c. Problem Solving</td>
<td>c. Sociability</td>
</tr>
<tr>
<td>d. Speaking</td>
<td>d. Thinking logically</td>
<td>d. Self-Management</td>
</tr>
<tr>
<td>e. Listening</td>
<td>e. Seeing things in the mind’s eye</td>
<td>e. Integrity</td>
</tr>
<tr>
<td>SCANS</td>
<td>COURSE OBJECTIVES</td>
<td>EVALUATION</td>
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<tr>
<td>3a, c 4c</td>
<td>1. The student will define the scope and practice, roles and responsibilities of the EMT.</td>
<td>Quizzes, exams, final exam and lab activities.</td>
</tr>
<tr>
<td>1a, c, d, e 2a, d 3a, b, c 4a, c 7b, c 8d</td>
<td>2. The student will describe and demonstrate the need for, and use of, personal safety procedures including appropriate infection control methods, Body Substance Isolation, and general scene surveys.</td>
<td>Quizzes, exams, final exam, lab activities, and clinical rotations.</td>
</tr>
<tr>
<td>1a 3a, b, c 4a 5a, b 6b, d, e</td>
<td>3. The student will discuss, identify and demonstrate the steps of appropriate patient assessment, including an oral and written report of these findings.</td>
<td>Quizzes, exams, final exam and lab activities, and clinical rotation log.</td>
</tr>
<tr>
<td>1c, e 2a, c 3a, b, c 5a, b 6d, e 7a, b, c, d 8a</td>
<td>4. The student will discuss, identify and demonstrate the steps of appropriate patient care based on patient assessment findings.</td>
<td>Quizzes, exams, final exams, and lab activities, and clinical rotations.</td>
</tr>
<tr>
<td>1a 3a, c 5a, b 7c</td>
<td>5. The student will identify and demonstrate the principles of safe and effective basic airway management, and identify situations in the prehospital environment where these techniques should be employed.</td>
<td>Quizzes, exams, final exam, lab activities, and clinical rotation.</td>
</tr>
<tr>
<td>2a, c 5a, b 7a, b, c, d</td>
<td>6. The student will identify and demonstrate the principles of safe and effective patient lifting and moving, and identify situations in the prehospital environment where these techniques should be employed.</td>
<td>Quizzes, exams, final exam, lab activities, and clinical rotations.</td>
</tr>
<tr>
<td>1a 3a, b, c 4b, c 5a, b 6c</td>
<td>7. The student will discuss, identify, and demonstrate basic principles of pharmacology, including various routes of drug administration, their appropriate techniques, and specific drug dose calculation.</td>
<td>Quizzes, exams, final exam, and lab activities.</td>
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<tr>
<td>SCANS</td>
<td>COURSE OBJECTIVES</td>
<td>EVALUATION</td>
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<tr>
<td>3a, c, 7b, c</td>
<td>8. The student will discuss legal principles and apply those to the prehospital setting.</td>
<td>Quizzes, exams, final exam, and lab activities.</td>
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<tr>
<td>8a, e</td>
<td></td>
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<tr>
<td>2b, c, e, f</td>
<td>9. The student will discuss and identify techniques and situations to act as a patient advocate.</td>
<td>Quizzes, exams, final exams, lab activities, and clinical rotations.</td>
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<tr>
<td>3a, 4a, 6d, e</td>
<td></td>
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<tr>
<td>7a, b, c, d</td>
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<tr>
<td>8a, e</td>
<td></td>
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<tr>
<td>1a, c, e, 2a, c, d</td>
<td>10. The student will discuss, identify, and demonstrate basic principles of patient extrication and removal.</td>
<td>Quizzes, exams, final exams, and lab activities.</td>
</tr>
<tr>
<td>5a, b, 7a, b, c, d</td>
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C. COURSE APPROVAL
The EMT Course is approved by the Texas Department of State Health Services (TDSHS), EMS Division.

D. CLASSROOM
The EMT Course consists of a minimum of 200 hours of classroom instruction. This includes extrication exercise, a written final examination, and basic skills exams. Classes include lectures, demonstrations, and skills practice sessions. Classes are accompanied by objectives for that class. Objectives are the sole basis of material tested on tests and the final exam.

E. CLINICAL AND AMBULANCE ROTATIONS
A minimum of 36 hours of hospital time and 36 hours of ambulance time follow the classroom portion of the course. Students successfully passing skills exams and midterm exam are allowed into this phase of the course. Hospital rotations typically include the following although variations may occur:
- Emergency Department: 36 hours
- MICU: 36 hours
F. TEXAS DEPARTMENT OF STATE HEALTH SERVICES CERTIFICATION
The State of Texas EMT Certification is granted through the Texas Department of Health, Emergency Medical Services Division. After successful completion of all phases of the EMT course, the student is eligible to take the written certifying examination (NREMT exam). A separate fee is due for the state certification and for NREMT exam, which must be accompanied by a Texas Department of Health application. Course instructors are available to facilitate this process.

G. RESOURCES
Services that are available for students include a library, learning resources center, student counseling, student tutoring, placement services, and student health through El Centro College. Students may contact the course coordinator or the respective school for additional information.

H. INSTRUCTORS
Instructors for this course are Texas Department of Health EMT and Paramedics and Certified Instructors. Appointments can be made with an instructor before school or after school.

I. ADMISSION RECOMMENDATIONS
The following are recommended qualities for EMT students. The student should:
1. Have the desire and willingness to provide emergency medical care in a wide variety of situations.
2. Be able to relate to and communicate well with people.
3. Have a solid background in reading skills, basic math and study habits.
4. Be able to think and act quickly and independently in stressful emergency situations.
5. Demonstrate a high level of maturity.

J. ADMISSION INFORMATION FORM
An Admission Information Form is required for each student entering EMT class. Information required is as follows:

1. High school diploma or G.E.D. equivalency
2. Documentation of immunizations
3. Medical report of physical condition
II. ACADEMIC PERFORMANCE

Student grades, skills, conduct, and professional behavior are factors in successful completion of the course. All must be satisfactory for the student to continue in the program and to graduate.

A. COURSE GRADE
   Must be passing course with a grade of 70% or higher.

B. QUALIFYING WRITTEN EXAM
   Qualifying Written Exam - A minimum score of 70% is required on the qualifying exam. A score of less than 70% constitutes failure of the course and the student may not continue to hospital rotations. UT Southwestern administers the final exam prior to the hospital rotation portion of the course.

C. CLINICAL REQUIREMENTS
   Students must successfully complete all required hospital rotations, and field (ambulance) rotations, clinical rotation log, skill minimums and skill performance requirements. Specific directions are included in clinical rotation log.

   1) Hospital rotations: All students must complete and document 36 hours of hospital clinical rotations. This is accomplished by completing all assigned clinical internship days. Any hours missed must be made up prior to being eligible to take the NREMT certification examination.

   2) Ambulance Rotations
      a) All students must ride a minimum of 36 hours (3 shifts) on an assigned ambulance. During this rotation the student must participate in and document three emergency runs. An emergency run is defined as a call where care and transportation is given to a patient.
      b) Failure to attain a minimum of three (3) emergency ambulance runs will require being rescheduled for additional hours until which time the necessary runs are attained.
      c) Required documentation must be completed and turned in and any hours missed must be made up prior to successfully completing this rotation and being eligible to take the NREMT certification examination.

D. SKILLS EXAMS
Successful mastery of each basic skill is required for continuation in the course. Inability to demonstrate proficiency following retraining and retesting constitutes failure of the course and the student may not continue to hospital rotations. Failure of the retest CPR for Healthcare Providers may require that the student retake the course from an outside agency prior to hospital rotations or completion of the course. Course Medical Director makes final decisions regarding failures. Basic skills are tested on a pass/fail basis, based on current National Registry of EMTs. These guidelines are in the Student Manual. Emergency Medicine Education instructors will administer skills exams.

Skills tested include:

a. Cardiopulmonary Resuscitation
   1) CPR and obstructed airway procedures for infant, child, and adult.
   2) Cardiac arrest management with AED
b. Bandaging and Splinting (including long bone, joint, bleeding control, and shock management)
c. Automatic External Defibrillator
d. Mechanical Aids to Breathing
   1) Oropharyngeal airway
   2) Oxygen delivery
   3) Bag-valve mask
   4) Suction techniques
   5) Nasopharyngeal airway
   6) Mouth-to-mask
   1) All vital signs
   2) Patient survey, assessment and treatment
e. Spinal Immobilization (seated or supine)
f. Patient assessment, Medical and Trauma

E. CONDUCT

A student who demonstrates inappropriate ethical or professional behavior will be promptly advised and will be subject to disciplinary action. Penalties range from probation to expulsion from the program. Each student must consistently demonstrate the following characteristics in order to pass the course:

a. Integrity
Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities; personal accountability including acknowledgment of personal errors, omissions and limitations.

b. Empathy
Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect to others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.

c. Self-Motivation
Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities; thoroughness and completeness in work.
d. Appearance and Personal Hygiene
Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained, good personal, hygiene and grooming.

e. Self-confidence
Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgement; demonstrating an awareness of strengths and limitations; exercises good personal judgement.

f. Communications
Examples of professional behavior include, but not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations.

g. Time Management
Examples of professional behavior include, but are not limited to: Consistent punctuality, completing required hours, tasks and assignments in a timely manner.

h. Teamwork and Diplomacy
Examples of professional behavior include, but not limited to: Placing the success of the team above self interest; not undermining the team; helping and supporting other team members; showing respect to all team members; remaining flexible and open to change; communicating with others to resolve problems; cooperation and flexibility.

i. Respect
Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession; following instructor instructions; listening in class, being punctual to all classes. This includes fellow students, hospital personnel, station personnel, and patients, without regard to race, color, national origin, religion, sex, sexual orientation, veteran status or handicap.

j. Patient Advocacy
Examples of professional behavior include, but are not limited to: Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity; confidentiality of privileged information.

k. Careful Delivery of Service
Examples of professional behavior include, but are not limited to: Mastering and refreshing skills; performing complete equipment checks; demonstrating careful and safe ambulance operations; following policies, procedures, and protocols; following orders.

F. EXTRICATION EXERCISE
In order to successfully complete the course and take the NREMT certification exam, students must attend extrication training, to include lecture and a field practice session on patient removal.

G. EMT COURSE DIFFICULTIES
Students experiencing difficulties in any aspect of the EMT Course including academic performance, skills, conduct and professional behavior should contact a
member of the course faculty as early in the course as possible to discuss the problem areas.

III. OTHER REQUIREMENTS

A. ATTENDANCE AND PUNCTUALITY

1. Attendance
   Regular attendance is required for all scheduled classes, clinical rotations and field internship. Students are responsible for all material that is presented during classroom lectures, whether they are present or absent. All hours missed during assigned clinical rotations or field internship must be made up prior to taking the NREMT certification exam.

   a) Notification - Students are responsible for informing a Course Coordinator/EMT instructor if they are going to be tardy or absent from class at any time. This notification should be done prior to the beginning of the class or clinical assignment and should be done each day of absence or tardiness. Scheduling of any physician appointment or other necessary personal appointment must be cleared with an instructor in advance of the date.

2. Punctuality - Classes, hospital shifts, and ambulance shift are to begin at the scheduled times and promptness is required at the beginning of each day and after breaks and lunch. Specifically, the following rules apply:

   a) After three instances of tardiness, the student will be counseled.
   b) A student who is excessively tardy (more than five occurrences) will have his/her case reviewed and is subject to dismissal from the course.

B. TEXAS DEPARTMENT OF HEALTH EXAMINATIONS

1. Skills Proficiency Verification
   Students must have all currently required NREMT skills verified prior to being eligible to take the NREMT written exam. This skill verification testing is done according to TDSHS, or NREMT criteria.

2. NREMT Exam
   Students may sit for NREMT certification exam after all requirements of the course have been met, and after successful completion of NREMT skill proficiency verification.

C. SCHOLASTIC AND PROFESSIONAL INTEGRITY:
   In addition, students may be disciplined at any time for scholastic dishonesty, unprofessional conduct or any violation of the Dallas County Community College Code of Student Conduct. Scholastic dishonesty is the submission as one's own work of material that is not one's own, or giving unfair advantage to a student. As a general rule, it involves one of the following acts: cheating, plagiarism, and/or collusion. A complete copy of Dallas County Community College Code of Student Conduct is posted and provided for each student. Each student should read the
attachment so they will be familiar with their rights should a disciplinary problem arise.

Because allied health students go on to become health care professionals, with the responsibility for patient treatment and care in their hands, it is necessary that allied health students practice scholastic and professional integrity at all times, in all circumstances. This extends not only to circumstances involving patient contact, but also to situations involving testing, examinations, and all student papers and assignments.

Violations of scholastic and professional standards will subject a student to discipline pursuant to the student conduct and discipline provisions of the Dallas County Community College Code of Student Conduct. The penalty for such violations can be dismissal from the students program and the school, with the resulting loss of the student’s plans for a career in health care.

So, here are a few simple rules to follow. First, listen to what the instructor says at the beginning of each course to find out exactly what is and is not acceptable behavior for tests, student assignments, and in regard to student collaboration. Remember, for example, that the sharing or borrowing of answers on a test is NEVER acceptable. A student always must do his or her own work on a test.

Another unacceptable behavior is plagiarism. You cannot copy someone else’s work (off the Internet or from a book, journal, patient chart or any other source) and claim that you wrote it. What you can do, however, is to quote relevant portions of text written by someone else, so long as you place the quoted text inside quotation marks and give proper credit to the original author through references or footnotes. (Ask your instructor for specific instructions on how to do this.)

Outside of class studying with your fellow students is both acceptable and encouraged. However, collaborating on assignments out of class is not acceptable, unless your instructor has specifically approved such collaboration in advance. The instructor may allow collaboration on some assignments, but not on others. Again, check with your instructor for specific instructions.

The EMT instructors are committed to developing a strong sense of integrity in all students and expect behavior that is unquestionably honest in all academic and clinical situations.

IV. GENERAL POLICIES

A. FEES/WITHDRAWAL
   All student fees must be paid prior to October 1. Students failing the course or those dismissed for unprofessional actions will not be refunded any portion of their student fee. All fees are subject to change without prior publication.

B. ATTIRE
   Clothing attire for the classroom is flexible based on the Student Dress Policy for DISD. Clothing attire for clinical rotations and internship will be specified uniforms. Students must be clean, well groomed and appropriately and modestly attired at all times. Clothing must be clean and wrinkle free during hospital and ambulance rotations.

C. EQUIPMENT & SUPPLY USE
   Students will participate in all skills sessions and simulations. Such sessions utilize various manikins, medical and audiovisual equipment and medical supplies. Students must exercise gentleness and caution when utilizing such equipment. Additionally, students are expected to assist with movement of equipment to and
from various skills labs. Equipment is issued to each student’s prior to hospital and ambulance rotations. All equipment must be returned prior to taking the NREMT exam. Lost or damaged equipment must be paid for at cost if not returned.

D. PAGERS and CELL PHONES.
Pagers should be turned off during class and may not be worn during exams. Cell phones should be turned off during class and may not be on the student or at the desk during exams.

V. POLICY ON STUDENTS RIGHTS

A. STATEMENT OF EQUAL OPPORTUNITY
To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by Duncanville High School on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or handicap.

B. PROTECTION OF PRIVACY INFORMATION
The University of Texas Southwestern Medical Center at Dallas adheres to the provision of the Family Educational Rights and Privacy Act of 1974 and the Texas Open Records Act regarding disclosure of student records. A release will be signed by the student prior to releasing information to the student’s employer.

C. GRIEVANCE
Any academic failure or disagreement about grading procedures may be appealed for cause. Cause refers to a specific grievance about some element of the course or evaluation process. Appeals are to be made first to the Course Coordinator. If unsuccessful, the appeal is then made to the Program Director. If still unsuccessful, the appeal goes to either the Associate Dean of Health Occupations at El Centro, or an ad hoc committee composed of the Associate Dean of Health Occupations, a faculty member that did not teach the student's class, and a student or recent student chosen by the Course Coordinator. Academic appeals regarding overall grading practices of a global nature will be heard by the Committee. Exam items appealed will be heard by the Associate Dean. Either method is a final appeal. Each request must be made in writing and must be received within five working days (Monday through Friday) after notification of failure or denied appeal. Grading procedures must also be appealed within five working days (Monday through Friday) after the procedure occurred. The specific grievance must be stated in the letter requesting the appeal.

D. REQUESTS TO RE-ENTER
Requests to re-enter the course and requests for re-examination will be made to the Course Coordinator.

E. DISABILITY ACCOMMODATIONS
Requests for accommodations of documented disabilities should be made in writing and addressed to the Course Coordinator. Such requests should be received by the Course Coordinator no later than the 3rd class day. Requests must be accompanied by documentation confirming and describing the disability. A functional job description with essential job functions is available for prospective and current students. Accommodations made during the course do not guarantee an accommodation for the NREMT certification exam. Such accommodation requests must be made to Texas Department of State Health Services.
VI. HOSPITAL CLINICAL ROTATION AND AMBULANCE EXPERIENCE

A. SUPERVISION
Students are responsible to the nurse in charge of the clinical unit (or his/her designate) during the assigned shift in the hospital. At the fire station, the station officer and the paramedics on the ambulance will provide supervision.

B. CONDUCT AND APPEARANCE
1. At all times during the in-hospital phase of the course, a professional attitude and appearance will be expected of all students. Unprofessional conduct or appearance may constitute grounds for dismissal from the course. All students must be in proper uniform at all times.

2. Students must maintain a professional attitude and display courtesy toward all employees of the facility to which they are assigned. A professional relationship must also be maintained with all patients.

3. Students must not discuss a patient's condition or treatment where the patient or members of the family can hear. Questions or comments should be saved until an appropriate opportunity to speak privately to the attending physician, a member of the nursing staff, or an instructor.

4. Students must wear nametags with their names clearly visible. Nametags will be worn on the outer breast pocket when in the hospital. Students will wear scrub suits in Labor & Delivery with nametags visible and must wear lab coats when leaving that assigned area. A watch with a second hand and stethoscope are required.

5. Students must not eat, drink, use tobacco (to include smokeless), or chew gum in any form in hospital areas except designated smoking area. This includes the ambulance.

6. Students must not congregate in groups (three or more persons) on the ambulance unloading dock, in the triage area, or in hallways leading to emergency room treatment areas. If large gatherings are necessary, students must use the employee lounge area.

7. Students must not bring friends, relatives, pets, or companions to clinical or ambulance rotations.

8. Students are responsible for following Universal Precautions and Body Substance Isolation at all times.

C. DUTIES
1. Students will make themselves available to perform any duties within the scope of their training at the basic EMT level. **Students must take the initiative to keep themselves actively involved in learning at all times.** If a student is bored and there is limited activity in the assigned clinical area, he or she should contact a member of the nursing staff or the Course Instructor for guidance.

2. Performing tasks above the Basic EMT level of training will be grounds for possible dismissal from the course.
3. Students must not ride alone with the patient in the back of the ambulance without a Paramedic at any time. The Paramedic is the individual responsible for the patient's care.

4. Students are to also make themselves available to assist with routine station housekeeping duties as requested by the Paramedic in charge or the station officer.

D. ATTENDANCE/PUNCTUALITY
1. Students must report to and leave their assigned area at the times at the times indicated on the rotation schedule. If late or absent for any reason, the student must contact the Instructor prior to the beginning of an assigned shift. After regular office hours, the student must ensure contact is made either by telephone and/or pager. Illnesses may require physician verification and permission to return to clinical areas.

2. Students must report to their assigned ambulance station by no later than the designated time. Students are to report directly to the station captain and identify themselves as an EMT student scheduled for an ambulance ride out. If late or absent for any reason, the student must contact both the Instructor and the station captain. Illnesses may require physician verification and permission prior to rescheduling. The EMS instructor should also be contacted.

3. Students must not leave at the end of a shift until all work begun by them is completed. Students must stay at the station and make ambulance runs until the end of the shift unless prior approval by the Instructor has been obtained.

4. Any changes in the rotation schedule must be approved by the Course Coordinator or his designee. Under no circumstances will students trade assignments without prior approval.

E. BREAKS
Students are allowed a 30-minute meal period and a two fifteen-minute breaks during an twelve-hour shift in the hospital. Students must inform the charge nurse or other appropriate supervisor before leaving the assigned area at any time. Break and lunch periods are not cumulative. Lunch or break period time may not be used at the end of the shift to leave early or to come in late. Students may not leave the hospital for meals or breaks. Students are not allowed a break or meal period during a four hour shift.

F. CLINICAL LOG BOOK
1. All assignments in the clinical logbook must be completed for the student to successfully pass the EMT course. Specific assignments are in the Clinical Log Book.

2. During the ambulance rotation, every run should be written up even if the patient is not transported to the hospital. A minimum of three transports should be written up, to include a thorough assessment and management.

G. MISCELLANEOUS
1. Students that are injured on duty (i.e., stuck with a needle, have a communicable disease exposure, etc.) should immediately notify the Course Coordinator/EMT instructor. If the injury is a contamination problem from a patient, the patient's name, unit number, and possible lab tests should be noted. The physician and/or nurse caring for the patient should be notified for recommendations.

2. If problems of any kind arise during clinical rotations, students must notify the Course Coordinator/EMT instructor immediately. Students must not attempt to solve problems or resolve differences on their own.

3. This list is only a partial set of standards of conduct and is not intended to be all-inclusive.

4. If the student has any questions or confusion regarding the clinical rotation phase of training, he should contact the Course Coordinator or other faculty member as soon as possible.

5. **NO LATE WORK will be accepted except in the event of an absence.**

### ASSESSING OUTCOMES AND GRADING METHODS

**Course Grading Scale:**

- **A** = 100 – 90%
- **B** = 89 – 80%
- **C** = 79 – 70% = 1031
- **F** = below 70%

The student must complete all assigned materials and master the assignment with a cumulative score of at least 70% for minimal competency requirements.

**Evaluation:**

The students will be evaluated by postings of group projects, discussion participation, and individual assignments. The student must complete all assigned materials and master the assignment with a cumulative score of at least 70% for minimal competency requirements.

**Completion of Assignments:**

All assignment posting deadlines are listed in the course calendar.

It is your responsibility to post a .doc or .docx or .rtf or .xls or .xlsx or .ppt or .pptx or .pdf file.

I **CANNOT** open a .WPS (Word Pad) or a document that includes a symbol as part of its name (example: *chapter # 1.doc or case * review.doc) or a document with a large number of letters (example: *my report on cultural diversity in healthcare*)

If you post using any of these type files you will not receive credit for the assignment and will not be given credit if you repost after the posting deadline….I cannot open these files. If I cannot open the attachment you submit you will not receive credit for the assignment.

Check your file name and extension prior to posting and again after posting to assure yourself that you will receive credit if the assignment is done correctly.

Do not leave your assignment as a **Draft**. Draft documents are only visible to you therefore you will not receive credit for the assignment.

**Late Assignments:**

Late assignment postings will not be accepted or reviewed and will not be graded.
IMPORTANT GENERAL INFORMATION

ADA ACCOMMODATIONS
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 2314.860.2411 (Voice/TTY), visit A110 or http://www.elcentrocollege.edu/student_services/disability/

IMMUNIZATION POLICY
Although not required for HPRS courses, all students admitted to health programs must complete the following vaccinations/screening tests and provide required documentation (immunization records, physician-validated history, or serologic confirmation):

Tuberculosis Screening: Intradermal PPD (Mantoux) completed within six months of program admission, unless previously positive. Chest x-ray required for a positive PPD, with a follow-up chest x-ray every two years. Once enrolled in health program, tuberculosis screening is required annually and must be documented by a physician’s signature or verification from the College Health Center.

All students who were born on or after January 1, 1957, must show proof of:
Measles: Two doses of measles vaccine administered on or after their first birthday and at least 30 days apart; or immunity to measles (physician-validated history or serologic confirmation).
Mumps: One dose of mumps vaccine administered on or after their first birthday; or immunity to mumps (physician-validated history or serologic confirmation).
All students regardless of date of birth must show proof of:
Rubella: One dose of rubella vaccine administered on or after their first birthday; or immunity to rubella (physician-validated history or serologic confirmation).
Tetanus/Diphtheria: One does of tetanus/diphtheria (Td) toxoid within the past ten years.
Hepatitis B Vaccine Series: Three doses of hepatitis B vaccine administered with an initial dose; a second dose administered one (1) month later; and a third dose administered six (6) months later. All three doses must be completed prior to students beginning their clinical experience.

GRIEVANCE PROCEDURE:
A grievance is any complaint, injustice or unresolved issue that a person has encountered as a student. The grievance procedure provides a formal avenue for the student to resolve a problem or issue. The Student Grievance Procedure is published in the College Catalog (on-line at www.elcentrocollege.edu). Students will begin with the instructor and proceed up the chain of command if problems cannot be resolved.

ACADEMIC ETHICS:
Any violation of the Student Code of Conduct (as printed in the El Centro College Catalog and available at http://www.dcccd.edu/cat9899/conduct.htm) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY form of disruptive behavior will not be tolerated.

RELIGIOUS HOLY DAYS:
A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is excused under this section may not be penalized for the

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absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

**CAMPUS EMERGENCY OPERATION PLAN**

El Centro College and North Lake College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, please take time to watch the overview video: [http://www.video.dcccd.edu/rtv/do/emergency_dcccd.wmv](http://www.video.dcccd.edu/rtv/do/emergency_dcccd.wmv)

**CHILDREN ON CAMPUS**

El Centro and North Lake Colleges strive to protect an environment most conducive to teaching and learning for all enrolled students. Minor children may not be brought to classrooms, labs, testing areas or study areas of the college. This practice is disruptive to the learning process. Children who are taking part in organized scheduled activities, or who are enrolled in specific classes, are welcome. For reasons of security and child welfare, the college will not permit unattended children to be left anywhere on the premises. Students/Parents who have problems with childcare should visit the advisement/counseling center or the Adult Resource Centrer to receive referrals to childcare services in the area.

**STUDENT HANDBOOK**

The student handbook is available at: [www.ecc.dcccd.edu/StudentServices/Spar/default.asp](http://www.ecc.dcccd.edu/StudentServices/Spar/default.asp)

**ACCESSING eCAMPUS**

eCampus is the web interface used to access Internet-based distance education courses. Some traditional on-campus classes will have supplemental information posted on eCampus. The instructor will inform you if an eCampus site exists for your course.

Go to [http://ecampus.dcccd.edu](http://ecampus.dcccd.edu) and press "Click here to login". Type in your Student ID# with a lower case "e" in front of the number. This is used for both the Username and the Password. Please change your Password after your initial login.

*Example:* Username: e3456789   Password: e3456789

If you still cannot login, here are a few tips that may help you gain access:

1. Use Internet Explorer 6.0 or Netscape 7.0 or higher
2. Have all JAVA script settings enabled in your browser
3. Set your browser to accept all cookies

If you are unsure how to do any of these things, or you still cannot login, please contact Support at ecampus.support@dcccd.edu or call 972.669-6402.

**ACCESSING eCONNECT**

eConnect is the web interface that provides online student services which allow students to search, register, and pay for credit classes, view final grades and financial aid status.

Go to this address: [http://econnect.dcccd.edu/econnect/st/stmenu.html](http://econnect.dcccd.edu/econnect/st/stmenu.html)

Check to see if you are eligible to use eConnect: [http://www.econnect.dcccd.edu/econnect/st/stsroexp.html](http://www.econnect.dcccd.edu/econnect/st/stsroexp.html)

Login using the “Login” link at the top right of the main page or go to this address: [https://www.econnect.dcccd.edu/servlet/com.datatel.server.servlets.webadvisor.WebAdvisor?ACTION=Login](https://www.econnect.dcccd.edu/servlet/com.datatel.server.servlets.webadvisor.WebAdvisor?ACTION=Login)

Your USERID is your student ID Number, which is 7 digits long, often called the *Colleague ID number* or *CID*. It is printed on your College ID Card. Your password, at least initially, is your date of birth. *Example:* 040479 for April 4, 1979. After you log in to eConnect for the first time, you will be required to change your password. If you are a returning user and cannot remember your password, you can be reminded of it by selecting “Show My Password Hint” on the log in screen or, if you have an email address in the system, reset it by selecting “Forgot My Password”. Please contact your Admissions office if you are unable to locate your Student ID#, have forgotten your password or if the system does not recognize you.

You MUST have an email address on file with the College to access eConnect. You may use a DCCCD email address, which is free if you are eligible, or you may use a commercial email address. To be eligible you must be a credit student, or a continuing education (CE) student enrolled in a credit class, and you must be currently enrolled with a tuition payment posted...
to your account. (If you are not eligible, check out this site: http://www.emailaddresses.com/ which may help you find a free email service.)
If you have a question, contact eConnect@dcccd.edu
SCANS STATEMENT

WHAT ARE SCANS SKILLS?
These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

WHO DEFINED THESE SKILLS?
In 1989, the U.S. Department of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

El Centro College Students and SCANS
El Centro College is committed to the preparation of our students for success in the workplace.

All El Centro College courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course.

Throughout a formal program of study (Certificate, Degree or Transfer Program) a student will have the opportunity to master all SCANS skills and competencies.

SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>BASIC SKILLS</th>
<th>THINKING SKILLS</th>
<th>PERSONAL QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a Reading</td>
<td>2.a Creative Thinking</td>
<td>3.a Responsibility</td>
</tr>
<tr>
<td>1.b Writing</td>
<td>2.b Decision Making</td>
<td>3.b Self-esteem</td>
</tr>
<tr>
<td>1.c Arithmetic/Math</td>
<td>2.c Problem Solving</td>
<td>3.c Sociability</td>
</tr>
<tr>
<td>1.d Speaking</td>
<td>2.d Thinking logically</td>
<td>3.d Self-Management</td>
</tr>
<tr>
<td>1.e Listening</td>
<td>2.e Seeing things in the mind’s eye</td>
<td>3.e Integrity</td>
</tr>
</tbody>
</table>

SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>MANAGING RESOURCES</th>
<th>INTERPERSONAL SKILLS</th>
<th>INFORMATION SKILLS</th>
<th>SYSTEMS KNOWLEDGE</th>
<th>USING TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.a Manage Time</td>
<td>5.a Work on Teams</td>
<td>6.a Acquire/evaluate data</td>
<td>7.a Work in social systems</td>
<td>8.a Select equipment/tools</td>
</tr>
<tr>
<td>4.b Manage Money</td>
<td>5.b Teach Others</td>
<td>6.b Organize/maintain data</td>
<td>7.b Work in Technological systems</td>
<td>8.b Apply technology to tasks</td>
</tr>
<tr>
<td>4.c Manage Materials</td>
<td>5.c Serve Customers</td>
<td>6.c Interpret/Communicate data</td>
<td>7.c Monitor/correct systems</td>
<td></td>
</tr>
<tr>
<td>4.e Manage Human Resources</td>
<td>5.e Negotiate Conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.f Work with diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCANS Competencies</td>
<td>SCANS Foundations</td>
<td>Course Competency</td>
<td>How Measured</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
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<td>------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 a, b, c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>4 a</td>
<td>To present an overview of the organization and infrastructure of the healthcare system</td>
</tr>
<tr>
<td>1 a, b, d, e</td>
<td>2 c, d, e</td>
<td>3 a, d, e</td>
<td>5 a, c, d, e, f</td>
<td>To analyze trends within the managerial, financial, legal, ethical, and socioeconomic aspects of the healthcare marketplace and its participants</td>
</tr>
<tr>
<td>1 a, b, d, e</td>
<td>2 c, d, e</td>
<td>3 a, d, e</td>
<td>8 b</td>
<td>To examine national, social and economic trends as they pertain to healthcare services</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, d, e</td>
<td>4 a, b, c, d, e</td>
<td>To research and correlate the financial aspects of healthcare to its structure and organization</td>
</tr>
<tr>
<td>1 a, b, d, e</td>
<td>2 c, d, e</td>
<td>3 a, d, e</td>
<td>8 b</td>
<td>To explore the importance of ethics and to put this knowledge to our everyday scopes of practice within our respective fields</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To quantitatively and qualitatively provide measurement for quality and performance indicators within the healthcare system</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To provide the latest information on employment opportunities and the correlation of these with one’s interest</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To investigate and correlate legal practices within healthcare</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To analyze the healthcare delivery system and look at the various economic and social aspects</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To examine long term care and elderly care and its ethical, legal, social, and financial impact upon patients and their families and society as a whole</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To discuss and comprehend the impact of culture, diversity, and communication within the healthcare setting</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 c, d, e</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>Distinguish supervisory roles in the various health care settings</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 a, b</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To evaluate personal behavior patterns, determine strengths, diminish weaknesses, thus enabling better communication and conflict resolution skills</td>
</tr>
<tr>
<td>1 a, b, c, d, e</td>
<td>2 a, b</td>
<td>3 a, b, c, d, e</td>
<td>7 a</td>
<td>To strategize both personally and professionally how one would plan, evaluate and implement emergency preparedness in both the community at large and in a healthcare setting</td>
</tr>
</tbody>
</table>